Paddock School

Equality information and objectives (public sector equality duty) statement for publication

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Policy on Equality information and objectives (public sector equality duty) statement for publication.

1. Aims

Paddock School is committed to the Equality Act 2010. This policy shows the ways in which the school ensures inclusion and equality with regard to fair outcomes, making a difference to everyone in the school community.

We welcome our duties under the Equality Act 2010 to eliminate discrimination towards any pupil, staff, governor, parent, volunteer or anyone visiting the school in relation to

- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- behaviour of their parents /carers or siblings
- social and economic circumstance
- speakers of languages other than English

In addition, there will be no discrimination against any adult on the basis of

- age
- marriage and civil partnership
- pregnancy and maternity

We welcome our role under the Public Sector Equality Duty which requires us to

- eliminate discrimination, victimisation, harassment and any other conduct that is prohibited under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relationships between persons who share a relevant protected characteristic and persons who do not share it.

As a school, we also have a specific duty to:

- Publish information showing how we comply with our general duty
- Publish equality objectives which are specific and measurable, at least every four years

In practice, we understand that all of us in the school community have a duty not only to protect people when prejudice-related incidents occur, but to actively seek to make our school a more equal and inclusive place

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Paddock School has achieved Level 2 of the UNICEF Rights Respecting Schools Award.

Paddock School is a school for pupils with severe and complex learning difficulties and/or Autistic Spectrum Disorder (ASD) and we aim to meet their needs in all aspects of school provision.
Our SEND Policy sets out how we do this and is in line with the recommendations in the SEN Code of Practice (2015)

As a school we strive to

- Eliminate any discrimination towards any person based on disability
- Eliminate harassment towards any person on the grounds of their disability
- Promote equality of opportunity between our pupils and others
- Promote positive attitudes towards disabled people
- Encourage all our pupils to participate fully in public life
- Take account of the nature of each pupil's disability even where that involves treating some students more favourably than others.

We take active steps to ensure that the curriculum is one that is accessible to all our learners. We make adaptations to the physical school environment so that all pupils can access the areas they need.
We use systems of communication to ensure that information is accessible to all learners.

Paddock School is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth.

We will continually strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexual orientation, disability or special educational needs and ability.
We have a team of staff whose role is dedicated to working towards this endeavour and to ensure that our general duties under the Equalities Act 2010 remain at the centre of all we do.

The team have identified a set of 4-year objectives which can be seen in the appendix to this policy. Our Equality Objectives are based on our analysis of data and other evidence that we have received. The objectives focus on areas on which we have agreed to take action to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet them.

2. Procedures and Practice

2.1 Elimination of discrimination, harassment and victimisation

- All staff receive regular high quality training in equality issues. All staff are made aware of the importance of keeping equality and diversity at the centre of all they do.
- Staff receive training on how to identify unconscious bias and will be given opportunities to reflect on this regularly in class teams.
- All staff will know how to identify a prejudice-related incident, how to respond to it and how the school will address it. (See appendix)
- The school keeps a record of prejudice-related incidents and how they have been dealt with. The procedures for reporting prejudice-related incidents will work alongside the following policies: Staff Code of Conduct, Safeguarding, Complaints procedure. These are addressed and discussed in Senior Leadership Team, HR and Business meetings, and then presented to governors. Steps are taken to reduce the occurrence of these incidents, eg training needs, specific lesson planning.
- The equalities team works closely with the RSHE team to ensure that the RSHE curriculum includes teaching on equality issues at various levels that are developmentally appropriate for all learners.
- The school identifies, challenges and removes all attitudes and procedures which are discriminatory and replaces them with practices that are fair to all.
- All school staff are aware of the effects of discrimination and harassment on people and how this affects self-esteem and achievement. Throughout the school day issues around equality are discussed and prejudice-related behaviour is challenged.
- We encourage open discussion and debate on equality issues within class teams and strive to create an environment where we can be unafraid to research ideas, try new things, make mistakes and apologise.
- Our Anti Bullying policy and Behaviour policy address bullying and harassment and ensure that all members off the school community treat each other with equal respect and kindness. Many of our learners exhibit very challenging behaviours. All staff are trained in using Positive Behaviour Support which ensures that the ethos around behaviour management is one of understanding and finding solutions to support pupils, rather than allocating blame and punishment.
- Our curriculum is inclusive of all religions and we celebrate religious festivals as a school community. We meet specific religious needs eg diet, time for prayer and rest during Ramadan, offering high quality alternative activities for Jehovah's Witness or atheist/agnostic children during religious celebrations.
- We do not make assumptions that partners are of the opposite sex, nor that everyone is heterosexual or from a heterosexual family.
- The school does not discriminate against staff in terms of recruitment. We monitor and assess staff applications to ensure equity and to ensure that no application is treated less favourably because of the applicant's ethnicity, religion, sex, sexual orientation, religion, socio economic background, marital status, gender identity or because they are undergoing gender reassignment.

- The school takes active steps to ensure that it is a safe environment for people who are transgender, e.g. respecting the use of preferred pronouns.
- The school monitors, evaluates and reviews all the above to secure continuous improvement in all that it does.

2.2. Promotion of opportunity between groups

- The school has data monitoring systems in place to ensure that pupils achieve as much as they can, and get the most from what is on offer, based on their individual needs.
- We assess which groups of pupils are not achieving as much as they can. When assessing data we ask the questions: How do we explain any differences? Are the explanations justified?
- We will take action to deal with differences that have been identified by reviewing the curriculum and identifying areas for support for individuals or groups of pupils.
- We will constantly be rethinking our equality aims, targets and strategies and how they influence our planning and decision making.
- All our pupils have a tailor-made broad and balanced curriculum which takes into account their individual learning needs, and emotional and physical needs. All staff work hard to identify and remove barriers to learning for each pupil.
- Our school continually strives to be a place where pupils can see themselves in all areas of school life and in every subject. This will be an integral part of our curriculum intent.
- We have designated members of staff who are responsible for ensuring support is available to pupils who have EAL. As much as is possible, families are put in contact with a member of staff who speaks their first language. Wherever possible, interpreters are made available at meetings and relevant documentation and information for parents/carers is translated into families' first languages.
- The school has a designated Family Liaison Officer (FLO) who is the first point of contact for families when their children start school. The FLO organises parent workshops, coffee mornings and helps parents to be in contact with each other where that would be beneficial, for example holding a Somali parents group.
- The school ensures that male and female pupils are able to participate equally in all areas of school life.
- All staff in the school are made aware of the importance of challenging stereotypes and the impact this can have on achievement for groups of pupils who are not well represented in society. We continually monitor our resources, books, lessons, displays, for bias and take steps to redress these, for example pictures and books of males and females in non-traditional roles. The school ensures that learners are exposed to and made aware of the contributions to society that have been made by people of different ethnic groups, LGBT people and people with disabilities.
- The school ensures that as much as possible no learner is disadvantaged by their socio-economic background and that all are treated fairly and equitably. When we are aware that families are in need of financial support the school will ensure that they receive the appropriate information or are put in touch with the appropriate services. The FLO holds regular workshops where families receive help with filling out forms to claim financial support and access to respite services.

- As our class sizes are small with a high staff-to-pupil ratio, all teaching staff know their learners very well and have an excellent knowledge of their individual needs. Close contact is maintained with all families via a home/school communication book (daily). Teachers make frequent calls to parents and have the opportunity to make good relationships with families. Interpreters are used wherever possible.
- The school is aware of the impact of unconscious bias on our learners and their families. All staff receive training on unconscious bias and are encouraged to reflect on where their biases may lie and to take steps to mitigate these.

2.3 How the school fosters good relations between groups

- The school curriculum supports pupils to understand what people have in common and to understand the diversity that surrounds them.
- The school takes advantage of many opportunities for celebrating cultural events both as a whole school and in lessons. These celebrations are used to teach pupils about issues of prejudice, and challenging stereotypes. Some of these include: LGBT History celebration, Holocaust Memorial Day, National Autism week, celebrating the history of carnival, Language celebration assembly.
- During some of those events there are opportunities for families, staff and friends to showcase their cultural heritages, eg by sharing language, music, food.
- Pupils are encouraged to take pride in their cultural heritages and we take every opportunity for pupils to share and showcase these with their peers.
- Staff take seriously the need for respecting cultural differences such as dress, diet, names of learners and their families.
- The school strives to continually monitor use of resources, lesson plans and books to ensure pupils see non-stereotyped and positive role models from diverse groups.
- The school promotes an ethos where discriminatory language, attitudes and behaviour will be challenged.
- Our school has long-term well-established links with the local community. Every opportunity is taken to enable our learners to take part in any aspect of public life.
- The school has a café in which students of all abilities are able to contribute whether as customers, cooks or waiting staff. This has extended to include a pop-up café in a local park and a tuck shop at local council offices.
- The school makes every effort to provide learners with opportunities to take part in local and national events, regardless of ability, eg. inclusive sports events, autism cinema days, singing projects with Wandsworth Music Services which include collaboration with mainstream schools, swimming in local leisure centres, cycling in Richmond Park. For those pupils who cannot access the community, services are brought into school such as Oily Cart Theatre, London Philharmonic Orchestra, Royal College of Art outreach project.
- There is an established and active School Council that enables the pupil body to have an active participation and make a difference in school
- We encourage all our learners to have a voice. Where they are unable to voice their own view, staff use a system known as “Pupil voice” to enable learners to communicate their preferences.

- UNICEF ambassadors take part in the annual Wandsworth Model United Nation's General Assembly (MUNGA) at the Town Hall Civic Suite
- The school works closely with community representatives, for example by bringing them into school to work with pupils.
- The FLO and active families group (Friends of Paddock School) organise many events for families and learners throughout the year.
- There are strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals
- The school ensures that all information is made accessible to all families regardless of background.

2.4 Other ways we address equality issues

- The school reviews feedback from parent questionnaires, parent meetings, EHCP meetings and complaints.
- We regularly review feedback from staff surveys, training and questionnaires.
- We invite and review feedback from learners and make surveys and questionnaires accessible to as many of our learners as possible.

3. Training

The school delivers regular training on equality issues such as:

- Identifying and eliminating unconscious bias
- Examining lesson plans and resources with a view to including diverse role models.
- How to identify and challenge prejudice-related incidents.
- Transgender and gender-related issues
- Understanding autism
- All staff and governors will receive training on the policy and their responsibilities.
- All new staff and governors will have the policy explained to them as part of induction arrangements.

Following revision of the policy, changes will be communicated to all staff and "refresher" training will be arranged as necessary.

4. Roles and Responsibilities

This equality and diversity policy links to other specific policies and action plans that the school produces including the School Development Plan. It outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them. **Promoting equality and raising the achievement of all pupils is the responsibility of the whole school staff.**

Introduction to this equality and diversity policy is included in induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this

policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.

Headteacher and Leadership Team

The Headteacher and the Senior Leadership Team will demonstrate through their personal leadership the importance of the policy. They will ensure that all staff are aware of the policy and understand their role and responsibilities in relation to it. The Headteacher will assess and monitor the impact of the policy and will report outcomes to the governing body annually. Where additional funding is available for raising the achievement of specific groups of pupils, the Headteacher will ensure that the additional resources are used appropriately. Resources will be targeted on the basis of identified need, and outcomes are monitored. Additionally, the Headteacher will take appropriate action in cases of unlawful discrimination and prejudice-related incidents.

The Headteacher will identify any need for training and ensure that all staff receive it appropriately.

Governors

The governing body has agreed this policy and will assess and monitor the impact of the policy annually. One member of the governing body will have a specific responsibility for monitoring this policy, acting as the designated governor for equality and diversity.

The governors will give due regard to this policy when reviewing other areas e.g. curriculum, behaviour and exclusions, school environment. They will also give due regard to this policy during recruitment of new members of staff.

All Staff

All staff will familiarise themselves with this policy and know what their responsibilities are in ensuring that it is implemented. Teachers will know the implications of the policy for their planning, teaching and learning strategies as well as for behavioural issues. All staff will support pupils in their class for whom English is an additional language. They will keep up to date with equalities legislation relevant to their work.

Specific duties for teachers: challenging prejudicial attitudes and behaviours, promoting equality through the curriculum, modelling good practice, and reporting incidents when they occur.

Specific duties for support staff (this includes lunchtime supervisors, reception staff, IT staff):

Challenging prejudicial attitudes and behaviours, modelling good practice, and reporting incidents when they occur.

Pupils

Pupils, where appropriate, will be made aware of how the equality and diversity policy applies to them. They will learn to treat each other with respect and have the confidence to

report incidents to adults. Pupils will be made aware of issues of equality through RSHE curriculum. Pupils will be given clear guidance on how to make a complaint if needed.

Parents/Carers

Parents and Carers will be encouraged to participate fully in implementing the equality and diversity policy within the school – particularly by reinforcing its ethos at home. Any prejudice-related behaviour from a parent towards a member of school staff will be treated as such and responded to as any other.

Parents/Carers will be invited to comment on the policy and will be regularly updated on progress.

Breach of the Policy

We will ensure that all governors, staff, pupils and parents are fully aware of the content of the policy and their responsibilities under it. All governors, staff, pupils and parents will be expected to abide by the policy. All persons covered by policy will be aware of their responsibility to report any action which constitutes, or could be deemed to constitute, a breach of the policy – in the first instance to the Headteacher and/or member of the senior leadership team. It will be for the Headteacher in consultation with other relevant staff to decide on an appropriate response to any breach of the policy, depending on circumstances and seriousness.

This may include amongst other actions:

- Formal or informal warnings (under the school's Behaviour Policy)
- Involvement of governors
- Fixed term or permanent exclusion

4. Assessment of the impact of the policy

We will use Wandsworth Council's Equality Impact Assessment process to monitor the impact of new or significantly amended policies on all our pupils, parents and members of staff. The results of Equality Impact Assessments will be submitted to governors and will be available to parents and pupils on request.

We will continue to assess the effectiveness of our policies through existing arrangements for developing and reviewing other school policies.

When assessing impact we will consider the following questions:
Do our policy aims lead to action to deal with any differences in attainment that have been identified?
Does the policy lead to effective action to prevent or challenge discrimination?
When answering these questions we will collect and analyse relevant monitoring and other data.

4.1 Making the policy available

We will make this policy widely available both within the school community and in the wider community so that all the governors, staff, pupils and parents/carers are aware of it and its contents. We will do this by:

- Formally adopting the policy at a governing body meeting and recording this in minutes.
- Distributing copies of the adopted policy to all members of staff
- Discussing the policy with pupils (where appropriate) and making sure they know what it means at a student council meeting
- Making copies available to parents (available on the school website)
- Producing the policy in alternative formats on request.

We will report to governors annually about any concerns relating to the policy. These will include details of:

- Information gathered in the year
- How the information was used
- Action points completed during the year and those that are ongoing.

This document will be revised every four years and disabled people will be involved in this process.

5. Links to other policies and Documents

Admissions Policy
Anti-Bullying Policy
Safeguarding Policy
Complaints Policy and Procedure
Positive Behaviour Policy
Relationships and Sex Education Policy
Staff Code of Conduct